

INSTRUCTIONS FOR THE TCAP ACCOMMODATIONS

These instructions have been developed as a guide for Individual Education Team (IEP) Teams and 504 Review Committees when considering a student's involvement in statewide and district mandated large-scale assessments.

Section 504 of the Rehabilitation Act of 1973 and Title II of the American Disabilities Act of 1990 (ADA) provide that: *"No otherwise qualified individual with handicaps in the United States...shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."* The 1997 Reauthorization of the Individuals with Disabilities Education Act (IDEA '97) states that all students with disabilities must be included in state, regional, and district large-scale assessments, with results from assessments reported and findings aggregated with the total school population. In addition, No Child Left Behind (NCLB '01) requires participation of all students in statewide assessments. This means there can be no exemptions from State Mandated Assessments. The Tennessee Comprehensive Assessment Program (TCAP) includes the following assessments:

TCAP Assessment	Grades Assessed
Achievement	3, 4, 5, 6, 7, 8
Writing	5, 8, 11
Competency (required for students who entered high school prior to Fall of 2001) Mathematics English/Language Arts	9, 10, 11, 12
Gateway Assessments (required for students entering high school Fall of 2001 and thereafter) Gateway Mathematics Gateway Language Arts Gateway Science	Not grade specific (Taken at completion of related courses)
End-of-Course (EOC) Tests	Not grade specific (Taken at completion of specified courses)

NOTE: If a system chooses to administer a non-mandated, system-wide assessment, appropriate procedure would be to implement the applicable Special Accommodations.

For students eligible for special education services, the IEP Team members develop an IEP. For students with 504 Service Plans, the 504 Review Committee determines needed accommodations. There are two types of accommodations, Allowable and Special.

All students may use **Allowable Accommodations**. **Special Accommodations** (previously known as Special Conditions Accommodations) may be used if the student meets required conditions. Conditions are documented in the IEP or 504 Service Plan and verified according to the student's specific impairment or through individualized assessment showing the severity of the disability. If the required condition is not met, the student may not use the Special Accommodation.

All Special Accommodations used must be documented on the IEP or 504 Service Plan as a classroom accommodation that has been used consistently during the school year. If the student has not been receiving special education or 504 services during the school year prior to the TCAP Assessment, the IEP Team or 504 Review Committee must attach documentation showing this accommodation was implemented within the regular classroom as an intervention. If an accommodation is discussed at the IEP or 504 Service Plan Meeting, but has not been used in the student's program to the extent that the student is proficient with the accommodation, the accommodation may not be used. Research indicates the student will not perform any better, and in some cases not as well, if the student has not been using the same accommodation on a consistent basis over a period of time across appropriate areas of the curriculum.

Special education personnel are responsible for administering Special Accommodations to special education students. Special education personnel **are not** responsible for administering Allowable Accommodations to students without disabilities.

Students with IEPs or 504 Service Plans may take the TCAP Assessments using no accommodations, Allowable Accommodations and/or Special Accommodations.

IEP Teams must complete the ***State/District-Mandated Assessments*** section of the IEP (shown below) and attach the Accommodations Addendum for each TCAP Assessment that will be administered to the student during the school year. 504 Review Committees should attach each assessment's Accommodations Addendum to the student's 504 Service Plan.

State/District Mandated Assessments: (Check either Number 1 or Number 2. When utilizing accommodations the appropriate addendum must be attached to this IEP.)			
1. ____ Student will participate in the following State/district mandated assessment(s):			
<div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> Achievement <input type="checkbox"/> Competency <input type="checkbox"/> EOC <input type="checkbox"/> Gateway <input type="checkbox"/> Writing </div>			
<u>Gateway Tests</u> <u>Score / Date Passed</u>		<u>Competency Tests</u> <u>Score / Date Passed</u>	
<input type="checkbox"/> Mathematics	____ / ____	<input type="checkbox"/> Mathematics	____ / ____
<input type="checkbox"/> Language Arts	____ / ____	<input type="checkbox"/> Language Arts	____ / ____
<input type="checkbox"/> Science	____ / ____		
<u>End -of- Course Test(s):</u>			
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	
<input type="checkbox"/> District Assessment: _____			
(Check A,B, and/or C to indicate accommodations to be provided).			
<input type="checkbox"/> A. No Accommodations			
<input type="checkbox"/> B. Allowable Accommodations		<input type="checkbox"/> Yes <input type="checkbox"/> No – Accommodations Addendum(s) Attached	
<input type="checkbox"/> C. Special Accommodations			
2. ____ Student will participate in the TCAP Alternate Assessment (TCAP-Alt).			
<input type="checkbox"/> Yes <input type="checkbox"/> No – TCAP-Alt Participation Addendum Attached			

COMPLETING THE STATE/DISTRICT-MANDATED ASSESSMENTS SECTION OF THE IEP

- 1) **Student will participate in the following State/district mandated assessment(s):**
Check #1 if the student is participating in any of the statewide or district assessments.

☐ Achievement ☐ Competency Tests ☐ EOC Tests ☐ Gateway Tests ☐ Writing

Check box(es) next to the TCAP assessments in which the student will participate.

<u>Gateway Tests</u>	<u>Score / Date Passed</u>	<u>Competency Tests</u>	<u>Score / Date Passed</u>
<input type="checkbox"/> Mathematics	____ / ____	<input type="checkbox"/> Mathematics	____ / ____
<input type="checkbox"/> Language Arts	____ / ____	<input type="checkbox"/> Language Arts	____ / ____
<input type="checkbox"/> Science	____ / ____		

Indicate under the student's required graduation tests (Gateway or Competency) whether the student will participate in the mathematics, language arts or science tests. Record the student's most recent score and date the student passed each test, when applicable.

End-of-Course Test(s):

☐ _____ ☐ _____ ☐ _____
☐ _____ ☐ _____ ☐ _____

EOC tests are currently taken at the completion of English I and Math Foundations II. US History and Physical Science will be field tested in Spring 2004. Write the applicable course(s) in which the student will participate this year and check the box next to that course.

☐ **District Assessment:** _____

Check if the student will participate in district-wide assessment this year. Write the name of the assessment on the line provided.

☐ **A. No Accommodations**

☐ **B. Allowable Accommodations**

☐ **C. Special Accommodations**

Check boxes A, B and/or C to indicate accommodations being provided. If an accommodation is not used through the student's education program, do not use the accommodation during the assessment.

☐ **Yes** ☐ **No – Accommodations Addendum(s) Attached**

Check 'Yes' or 'No' to document if the completed accommodations addendum has been attached to the IEP.

- 2) **Student will participate in the TCAP-Alternate Assessment (TCAP-Alt):**

Check #2 if the student meets participation criteria for the Tennessee Comprehensive Assessment Program-Alternate (TCAP-Alt). If the student meets criteria for the TCAP-Alt, the TCAP-Alt Participation Addendum must be completed by the IEP Team and attached to the IEP.

☐ **Yes** ☐ **No – TCAP-Alt Participation Addendum(s) Attached**

Check 'Yes' or 'No' to document if the completed TCAP-Alt Participation Addendum has been attached to the IEP.

COMPLETING THE ACCOMMODATIONS ADDENDUMS

Addendums are provided for each of the TCAP assessments – Achievement, Competency, EOC, Gateway, and Writing. Each addendum outlines both Allowable and Special Accommodations available for the specific assessment. After the IEP Team or 504 Review Committee determines all assessments in which the student will participate throughout the school year, considerations are given to the appropriate available accommodations that the student will use. An addendum for each assessment in which the student will participate must be completed.

The IEP Team or 504 Review Committee will check the box on the Accommodation Addendum(s) to indicate whether the student is receiving services through special education or Section 504. The date the addendum is completed and name of the student should be entered in the spaces provided.

The “Allowable Accommodations” table on each page lists the Allowable Accommodations available for that assessment. The IEP Team or 504 Review Committee will consider each of these accommodations as it relates to the student’s educational program. Check ‘Yes’ or ‘No’ next to each accommodation that is to be used on the assessment.

The “Special Accommodations” table on each page lists the Special Accommodations available for that assessment. The “Accommodations” column describes the accommodation and provides the corresponding letter to be coded on the assessment answer document. The “Documentation Verification” column records the consistent use of that accommodation within the student’s general education program. Note that some accommodations available to students receiving special education services may not be extended to those students with services under Section 504. When accommodations are not available to students with 504 plans, the boxes have been darkened. If an accommodation is to be used for the assessment, check ‘Yes’ or ‘No’ in the corresponding box to document consistent use of that accommodation in the classroom.

The “Required Conditions for Accommodations” column defines the required conditions for each accommodation for each TCAP assessment. A student must meet the requirements for that accommodation before it may be used. Required conditions for accommodations C, D and E must be documented on the spaces provided in this column.

The “Notations” column provides additional information applicable to each accommodation. This may include considerations such as extended time limits, directions for accommodation usage or Allowable Accommodations including flexible scheduling and flexible setting needed for implementation.

ALLOWABLE ACCOMMODATIONS

Any departure from standardized test procedures can potentially invalidate the test results. The test validity is seriously threatened by modifications that change the nature of the task being tested. TCAP assessment Allowable Accommodations are specifically defined as follows.

- **Modified Format Tests:** This refers to Large Print and Braille tests. Any modified format test must be requested in advance. Large Print and Braille tests may have special administration instructions because the test may vary from the standard print test. When administering the Achievement Test, refer to the “Teacher’s Notes to Braille Edition” for

directions (including standardized time limits for the Braille version of the Achievement Test). The Braille version of the TCAP Achievement Test may be taken with or without the accompanying audio tape. "Readers" for illustrations and graphs are also permitted with the Braille and Large-Print versions of the TCAP assessments. Students using "Readers" must have Visual Impairment verified on the IEP. Extended time for students using Large-Print tests is not permitted unless required conditions for Special Accommodation B are met.

- **Oral Instructions Delivery:** Directions normally read aloud to students may be signed verbatim for students with hearing impairments. Only spoken portions of the directions may be signed. This includes prompts for the Writing Assessment.

Directions normally read aloud or signed to students may be re-read/signed verbatim as needed. This includes prompts for the Writing Assessment.

- **Calculator:** A calculator may be used for test items that do not measure the academic skill of computation, e.g. applied concepts and algebraic problems, and is permitted on all TCAP Achievement, EOC and Gateway Tests. Therefore, calculator use is not considered a Special Accommodation. If the school system does not permit this Allowable Accommodation, the IEP Team or 504 Review Committee should document the use of a calculator as a Special Accommodation. See *Test Administration Manual* for selected subtests and calculator restrictions.
- **Flexible Setting:** Students may take TCAP assessments in an individual or small group setting, seated in a designated area of the room, in a study carrel or in the special education classroom. Homebound students may take the test at home or another approved location with appropriate documentation.
- **Visual/Tactile Aids:** Aids may include magnifying devices, use of templates to reduce the amount of visible print on a page, masks, pointers and abacus.
- **Auditory Aids:** Auditory aids include amplification devices and devices that are used as noise buffers.
- **Flexible Scheduling:** TCAP tests or subtests may be given in smaller segments adhering to the allotted time for that test/subtest. Each test/subtest must be taken during the given time allotment as specified in the *Test Administration Manual*. Extended breaks between subtests may also be given to the student. Breaks taken by the student during the testing period must be closely supervised. Competency, EOC and Gateway tests may be divided into short subsections. EOC tests are timed and the administration must remain within the overall time allotted. Competency and Gateway Tests are untimed and the student may take as much time as needed to complete the test.
- **Scribe/Recording Answers:** Students who cannot mark their own answer documents may use an impartial Scribe. A Scribe may be used to record responses or to transcribe the student's answers from a modified answer document or test booklet. Students who cannot utilize the answer document may record directly in the test booklet or on a separate piece of paper. This accommodation may require special return packing procedures. Please contact your System Testing Coordinator for packing instructions. This accommodation is considered a Special Accommodation for the Writing Assessment, and students must meet the required conditions for Special Accommodation H prior to its use.

NOTICE: If Special Accommodations are needed for accommodating a student's disability and do not appear in the Special Accommodations Addendums, contact the Division of Special Education (615) 741-2851 or the Division of Evaluation and Assessment (615) 741-0720 for guidance and further instructions.

SPECIAL ACCOMMODATIONS

Special Accommodations have been established to accommodate disabilities in reading, calculation, sensory (vision/hearing), and physical deficits. These accommodations apply when the severity of the disability causes the student's performance to be an invalid measure of the student's ability. For example, the student's reading level may be significantly below grade level; therefore, knowledge of Social Studies, Science, or Mathematics may be obstructed by the student's inability to read test instructions or test items. Use of the reading accommodations on subtests measuring reading will invalidate the test construct – what the test is designed to measure – and will not be allowed. Use of the prescribed format for Special Accommodations allows all students' test scores to be aggregated and reported with the total school population. Students are not allowed to take out-of-level tests for two reasons:

- 1) Test scores cannot be aggregated and reported with the total student population, as the test construct has been invalidated, and
- 2) Material would not be age-appropriate (as required by IDEA).

The IEP Team or 504 Review Committee must verify through IEP or 504 Service Plan goals that the student meets specific requirements before Special Accommodations may be used. If the required condition is not met, the student may not use the accommodation. Research indicates the student will not perform any better, and in some cases not as well, if the student has not been using the same accommodation on a consistent basis over a period of time across appropriate areas of the curriculum.

Special Accommodations Table

The Special Accommodations Table is shown on the next page. Included in this table are the Special Accommodations available for each TCAP Assessment and the requirements for use of each accommodation.

2003-2004 SPECIAL ACCOMMODATIONS¹

Accommodations Students may use multiple accommodations if Required Conditions are met.	TCAP Achievement	TCAP Competency	TCAP EOC / Gateway	TCAP Writing	Required Conditions for Accommodations All Special Accommodations <u>must</u> be documented on the IEP or the 504 Service Plan and used consistently in the classroom.
A. Extended Time – Fine Motor	NOT ALLOWED	NOT APPLICABLE – Untimed	EOC – NOT ALLOWED Gateway – NOT Applicable – Untimed	Extended time limits determined by IEP Team or 504 Review Committee	♦ IEP or 504 Plan Fine-Motor Goal Verified
B. Extended Time – Visual Impairment	Extended time limits determined by IEP Team	NOT APPLICABLE – Untimed	EOC – Extended time limits determined by IEP Team Gateway – NOT Applicable – Untimed	Extended time determined by IEP Team	♦ As indicated on IEP with Verified Visual Impairment
C. Read Aloud/Sign Internal Test Instructions	See <i>Test Administration Manual</i> for directions	May read aloud or use Audio only or Audio with test booklet	See <i>Test Administration Manual</i> for directions	NOT APPLICABLE – No internal test items	♦ ≤16 th Percentile (84 Standard Score) on Individual Standardized Reading Test (Basic Reading Skills OR Reading Comprehension – within 2 years of TCAP) and/or ♦ Visual and/or Hearing Impairment
D. Read Aloud/Sign Internal Test Items	See <i>Test Administration Manual</i> for allowable subtests Not allowed for Reading/Language Arts, Word Analysis, Language Mechanics, Spelling, and Vocabulary	May read aloud or use Audio only or Audio with test booklet	See <i>Test Administration Manual</i> for directions Not allowed for EOC English I or Gateway Language Arts	Allowable Accommodation for all students	♦ ≤16 th Percentile (84 Standard Score) on Individual Standardized Reading Test (Basic Reading Skills OR Reading Comprehension – within 2 years of TCAP) and/or ♦ Visual and/or Hearing Impairment
E. Calculator	Document as a Special Accommodation when LEA does not allow calculators as Allowable Accommodation See <i>Test Administration Manual</i> for specified subsections	See <i>Test Administration Manual</i> for selected items	Document as a Special Accommodation when LEA does not allow calculators as Allowable Accommodation See <i>Test Administration Manual</i> for calculator restrictions	NOT APPLICABLE – No calculations	♦ ≤16 th Percentile (84 Standard Score) on Individual Standardized Computation Test (within 2 years of TCAP)
F. Talking or Electronic Device with Braille Display	Applicable for all math subtests	Applicable for Math Competency	Applicable for all math tests See <i>Test Administration Manual</i> for directions and calculator restrictions	NOT APPLICABLE – No calculations	♦ As indicated on IEP – Visual Impairment – calculator must be utilized 100% in ALL mathematics and ♦ Will be necessary for post-school success
G. Word Processor with or without Talk-Text Technology	NOT APPLICABLE – see Scribe below	NOT APPLICABLE – see Scribe below	NOT APPLICABLE – see Scribe below	See <i>Test Administration Manual</i> for directions	♦ IEP goal in writing where technology is used consistently throughout educational program (grammar, spell-check, and thesaurus not allowed) ♦ Technology used as accommodation is necessary for post-school success
H. Scribe/Recording Answers	Allowable Accommodation for all students	Allowable Accommodation for all students	Allowable Accommodation for all students	See <i>Test Administration Manual</i> for directions Extended time limits determined by IEP Team or 504 Review Committee	♦ As indicated on IEP or 504 Service Plan where used consistently in educational program or ♦ Due to short-term physical inability to write
I. Student Reads Items into Auditory Recorder and Plays Back Immediately for Comprehension	See <i>Test Administration Manual</i> for directions and special handling instructions Extended time limits determined by IEP Team or 504 Review Committee May be used for all subtests	Untimed See <i>Test Administration Manual</i> for directions and special handling instructions May be used for both tests	EOC – See <i>Test Administration Manual</i> for directions and special handling instructions. Extended time limits determined by IEP Team or 504 Review Committee. May be used for all tests Gateway – Untimed – See <i>Test Administration Manual</i> for directions and special handling instructions May be used for all tests	No extended time limits See <i>Test Administration Manual</i> for directions and special handling instructions	♦ IEP or 504 Service Plan where this accommodation is used consistently throughout the student's educational program

¹Refer to TCAP IEP Addendum grids for individual TCAP Assessments – Achievement, Writing, Competency, End-of-Course and Gateway Assessments – for Special Accommodations applicable to each test.

Column 1 - Special Accommodations

Students may use all test accommodations for which they are eligible. The student answer document displays only Special Accommodations allowed for that assessment. The bold letters corresponding to the accommodation will be provided on the answer document.

Accommodation

- A.** Extended Time (fine motor disabilities)
- B.** Extended Time (visual impairment)
- C.** Read Aloud/Sign Internal Instructions
- D.** Read Aloud/Sign Internal Items
- E.** Calculator
- F.** Talking or Electronic Device with Braille Display
- G.** Word Processor
- H.** Scribe
- I.** Student Reads into Audio Recorder:
Plays Back Immediately to Self

TCAP Assessment

Writing
Achievement, EOC and Writing
Achievement, Competency, EOC
and Gateway
Achievement, Competency, EOC
and Gateway
Achievement and Competency
Achievement, Competency, EOC
and Gateway
Writing
Writing
Achievement, Competency,
EOC, Gateway and Writing

Columns 2, 3, 4, 5 – TCAP Achievement, TCAP Competency, TCAP EOC and TCAP Gateway, and TCAP Writing

Refer to the appropriate column indicating the TCAP assessment being given to the student's class. Each Special Accommodation is addressed in Columns 2, 3, 4, or 5 in one of three ways:

1. Instructions provided indicate the corresponding Special Accommodation may be used for the assessment when required conditions in Column 6 have been met.
2. "Not Allowed" indicates that the corresponding accommodation is not allowed with and would invalidate results for that TCAP Assessment.
3. "Not Applicable" indicates that the corresponding accommodation does not apply to the specified TCAP Assessment.

Column 6 - Required Conditions for Special Accommodations

Column 6 provides specific requirements for Special Accommodations A – I.

A. Extended Time for students with Fine-Motor IEP Goal Verified

Students using this accommodation should be given one and one-half (1½) times the standard time limits. This accommodation may be used for the Writing Assessment only. The amount of extended time must be determined by the student's IEP Team or 504 Review Committee.

B. Extended Time for Students with Visual Impairments

Students taking the Braille versions of the Achievement Test do not mark this accommodation, as extended time limits are incorporated into the *Teacher Directions* for the Braille Versions.

This accommodation may be used with all assessment materials, including Braille, Large Print and regular print tests. This accommodation may be used along with visual aids, such as masks, pointers and templates. Accommodation B applies to students receiving special education services only, and must be documented in the student's IEP. The amount of extended time must be determined by the student's IEP Team. No test should be administered more than 75 minutes without allowing for a 10-minute break.

C. Read Aloud/Sign Internal Test Instructions

Note: The audiotope edition of the TCAP Competency Tests may be utilized for those students requiring accommodations C and D. Use of audiotope is considered a Special Accommodation. Students may use audiotope only or audiotope with the corresponding test booklet, based on the decision of the IEP Team or 504 Review Committee.

The appropriateness of reading accommodations must be verified through individualized assessments given within two years of the TCAP assessment. Special Accommodation C may be used by students scoring at or below the 16th percentile (84 standard score) on an individualized standardized test of reading and/or by students who meet eligibility standards for a Visual and/or Hearing Impairment. Group achievement tests such as the TCAP Achievement, Iowa Test of Basic Skills, or Stanford Achievement Tests are not acceptable measures for determination of the student's achievement level for use of Special Accommodation C.

If the required assessment results are not available within two years of the TCAP Assessment, and the IEP Team or 504 Review Committee agrees this accommodation would be appropriate, it will be necessary to administer the basic reading (word recognition) skills and/or comprehension sections of an individual, standardized achievement test to the student. School personnel trained in individual achievement testing should administer this assessment. Document student scores in the space provided on the Accommodations Addendum.

Eligible students must receive this accommodation under the following conditions:

1. The student must be tested in an isolated area in which students who do not need the accommodation may not hear or see (signing) the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.
2. Internal Test Instructions must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.

D. Read Aloud/Sign Internal Test Items

The appropriateness of reading accommodations must be verified through individualized assessments given within two years of the TCAP assessment. Special Accommodation D may be used by students scoring at or below the 16th percentile (84 standard score) on an individualized standardized test of reading and/or by students who meet eligibility standards for a Visual and/or Hearing Impairment. Group achievement tests such as the TCAP Achievement, Iowa Test of Basic Skills, or Stanford Achievement Tests are not acceptable measures for determination of the student's achievement level for use of Special Accommodation D.

If the required assessment results are not available within two years of the TCAP Assessment, and the IEP Team or 504 Review Committee agrees this accommodation would be appropriate, it will be necessary to administer the basic reading (word recognition) skills and/or comprehension sections of an individual, standardized achievement test to the student. School personnel trained in individual achievement testing should administer this assessment. Document student scores in the space provided on the Accommodations Addendum.

Eligible students must receive this accommodation under the following conditions:

1. The student must be tested in an isolated area in which students who do not need the accommodation may not hear or see (signing) the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.
2. Internal Test Items must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.

For the Achievement Test, this accommodation may be used for the following subtests: Mathematics, Mathematics Computation, Science and Social Studies. This accommodation

may not be used for the following subtests: Reading and Language Arts, Vocabulary, Language Mechanics, Spelling, and Word Analysis.

This accommodation may be used on the following EOC and Gateway Tests: Gateway Mathematics, Gateway Science and EOC Math Foundations II. This accommodation may not be used on Gateway Language Arts and EOC English I Tests.

This accommodation may be used on EOC US History and EOC Physical Science during the field testing scheduled for Spring 2004.

Eligible students may use this accommodation on both the English/Language Arts and the Math sections of the Competency Test.

E. Calculator – for use on selected math items

The appropriateness of this accommodation must be verified through individualized assessments given within two years of the TCAP assessment. Special Accommodation E may be used by students scoring at or below the 16th percentile (84 standard score) on the computation section of an individual standardized mathematics test. When the individual assessment has not been given and the IEP Team determines this would be an appropriate accommodation, it will be necessary to administer the computation section of an individual, standardized mathematics test to the student. School personnel trained in individual achievement testing should administer this assessment. Document student scores on the space provided on the Accommodations Addendum. Refer to the *Test Administration Manual* for required calculator restrictions. For the Achievement Test, refer to the *Teacher Directions* for approved subtests.

Calculator use is considered a Special Accommodation for the Competency Test. Items addressing calculation, applied mathematics and mathematical concepts are scattered throughout the test, and not clustered in a manner that would facilitate group administration using this accommodation. Careful one-on-one administration of the Mathematics Competency Test is required in order to monitor items that would allow the use of this accommodation. Refer to the *Test Administration Manual* for specified items.

Calculator use is not considered a Special Accommodation for test items that do not measure the academic skill of computation, e.g., applied concepts and algebraic problems, and is permitted on the Achievement, EOC and Gateway Tests. If calculator use is appropriate for the TCAP assessment, and the school system does not permit this as an Allowable Accommodation, the IEP Team or 504 Review Committee should document the calculator as a Special Accommodation. In this case, the use of the calculator in the general education program should be recorded on the IEP or 504 Plan. The use of Calculator as a Special Accommodation is not recorded on the answer document for Achievement, EOC and Gateway Tests since Accommodation E is an Allowable Accommodation for these assessments.

F. Talking Calculator or Electronic Device with Braille Display

Special Accommodation F may be used by students eligible for Special Education with a Visual Impairment when the use of an audible calculator is necessary for everyday calculations and post-school success. This accommodation may be used on all mathematics subtests when the required conditions for this accommodation have been met. Eligible students should receive this accommodation using a talking calculator with earphones. In the event earphones are not available for the talking calculator, the student must be tested in an isolated area.

G. Word Processor with/without Talk-Text Technology

Special Accommodation G is applicable as a Special Accommodation for the Writing Assessment only. It may be used by students with an IEP goal in writing where technology is used consistently throughout the general education program. Technology used as an accommodation must be necessary for everyday communications and post-school success.

Eligible students must receive this accommodation under the following conditions:

1. The student must be tested in an isolated area in which students who do not need the accommodation may not hear or see the technology during the test administration.
2. The test administrator must follow all directions exactly as they are written in the *Test Administration Manual*.
3. Grammar, Spell-Check, and Thesaurus must not be used.
4. Regular time limits must be observed.

H. Scribe/Recording Answers

Accommodation H is considered a Special Accommodation for the Writing Assessment. It is an Allowable Accommodation for the Achievement, Competency, Gateway and EOC tests. Special Accommodation H may be used by students when indicated on the IEP or 504 Service Plan or due to short-term physical inability to write. Extended time limits for the Writing Assessment may be determined by the student's IEP Team or 504 Review Committee.

Eligible students must receive this accommodation under the following conditions:

1. Students using this accommodation should be tested in a quiet room apart from other students to avoid confusion while testing.
2. The Scribe must not correct what the student dictates.
3. The Scribe should remain silent throughout the testing process.
4. The student must dictate his/her essay to the Scribe by spelling out each word, letter-by-letter.
5. The student must dictate all punctuation.
6. The Scribe must not alert the student of mistakes during testing.
7. If the student requests to go back to a certain passage, the Scribe should either show the student the written page or spell back what the student dictated.
8. The essay should be completed on the answer document provided for the Writing Assessment.

I. Student Reads into Auditory Recorder and Plays Back Immediately for Comprehension

Special Accommodation I may be used on all TCAP Assessments by students with an IEP or 504 Service Plan. This accommodation is effective for students when reading fluency is on grade level and difficulty in reading documentation is documented. Special Accommodation I may be useful in situations where Accommodation D is not permitted (i.e., reading/language arts subtests of the Achievement Test and EOC English I and Gateway Language Arts Tests).

Extended time limits may be determined by the student's IEP Team or 504 Review Committee.

Eligible students must receive this accommodation under the following conditions:

1. Ensure that a blank tape is provided to the student.
2. The student must be tested during the same testing session as other students.
3. The student must be tested in an isolated area in which students who do not need the accommodation cannot hear the student's speaking or playback of the tape.
4. Only the student may read into the audio recorder.

5. The student may read only internal test instructions and items into the audio recorder to be played back immediately for response.
6. Student's responses to his/her recording of test items must be marked on the answer document provided for that test. If the student is answering directly in the test booklet, ensure that responses are transcribed onto the answer document.
7. Refer to the *Test Administration Manual* for special instructions for returning the audiotape to the State. Under no circumstances may audiotapes be retained or copied.

Testing Irregularities

It is the responsibility of each school's lead special education teacher or 504 Coordinator, respectively, to confirm that students using Special Accommodations have met the required conditions and that they are documented on the student's IEP or 504 Service Plan. It is the Test Administrator's responsibility to obtain a list of all students using Allowable and/or Special Accommodations and to ensure all accommodations are applied appropriately.

A Report of Irregularity should be submitted under the following conditions:

1. A student qualifies for a Special Accommodation, but does not receive it.
2. A student does not qualify for a Special Accommodation, but receives it.
3. A student qualifies for a Special Accommodation, but that accommodation was provided incorrectly.